

Textbook Alignment to the Utah Core – Algebra 1

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: Eisemann Communication/Rebecca Nelson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Algebra 1 Core Curriculum

Title: Holt Algebra 1 © 2007 ISBN#: 0-03-0358272

Publisher: Holt, Rinehart and Winston

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: Students will expand number sense to understand, perform operations, and solve problems with real numbers.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Represent real numbers as points on the number line and distinguish rational numbers from irrational numbers.				
a.	Define a rational number as a point on the number line that can be expressed as the ratio of two integers, and points that cannot be so expressed as irrational.	SE 34		
b.	Classify numbers as rational or irrational, knowing that rational numbers can be expressed as terminating or repeating decimals and irrational numbers can be expressed as non-terminating, non-repeating decimals.	SE 34-36, 64, 66		
d.	Classify <i>pi</i> and square roots of non-perfect square numbers as irrational.	SE 34-36, 64, 66		
d.	Place rational and irrational numbers on a number line between two integers.	SE 33 SE* 35		
Objective 1.2: Compute fluently and make reasonable estimates with rational and irrational numbers.				
a.	Simplify, add, subtract, multiply, and divide expressions with square roots.	SE 811-815, 816-821, 839, 840		
b.	Evaluate and simplify numerical expressions containing rational numbers and square roots using the order of operations.	SE 805-810, 838, 840		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Compute solutions to problems, represent answers in exact form, and determine the reasonableness of answers.	SE Z10-Z13, Z14-Z16, Z30-Z31, Z32-Z33, 14-19, 20-25, 33, 40-45, 46-51, 77-79, 80-82, 84-90, 92-95, 96-98, 100-106, 115, 117-118, 120, 122, 124, 128, 131, 136, 138, 139, 142-143, 159, 174-179, 180-182, 183-185, 250-251, 255, 261, 265, 623, 798		
d.	Calculate the measures of the sides of a right triangle using the Pythagorean Theorem.	SE 641, 643, 807, S68		
STANDARD II: Students will extend concepts of proportion to represent and analyze linear relations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Represent and analyze the slope of a line.				
a.	Identify the slope of a line when given points, a graph, or an equation.	SE 310-313, 314-317, 320-325, 349-352, 353-355		
b.	Identify horizontal and vertical lines given the equations or slopes.	SE* 312-316		
c.	Determine the effect of changes in slope or y-intercept in $y = mx + b$.	SE 339, 349-354, 357-361		
d.	Determine and explain the meaning of slopes and intercepts using real-world examples.	SE 304, 306-307, 310, 315-316, 320, 324, 326, 328-330, 337, 339, 346		

Objective 2.2 Model and interpret problems having a constant rate of change using linear functions.				
a.	Write algebraic expressions or equations to generalize visual patterns, numerical patterns, relations, data sets, or scatter plots.	SE 272-277, 279, 283, 284, 446, 452, 458-459, 766-771, 790-795, 797, 836, 840		
b.	Represent linear equations in slope-intercept form, $y = mx + b$, and standard form, $Ax + By = C$.	SE 296-299, 300-302, 303-305, 306-308, 309, 311, 320-325, 326-331, 333, 334-337, 338-340, 348, 349-352, 353-355, 396, 791, 862		
c.	Distinguish between linear and non-linear functions by examining a table, equation, or graph.	SE 296-299, 300-302, 791, 862, S126		
d.	Interpret the slope of a linear function as a rate of change in real-world situations.	SE 310-313, 314-317, 320-325, 349-352, 353-355		
Objective 2.3: Represent and analyze linear relationships using algebraic equations, expressions, and graphs.				
a.	Write the equation of a line when given two points or the slope and a point on the line.	SE 320-325, 334, 338-340, 342, 343-344, 345-347		
b.	Approximate the equation of a line given the graph of a line.	SE 339, 341-346		
c.	Identify the x - and y -intercepts from an equation or graph of a line or a table of values.	SE 303-308, 369, 372		
d.	Graph linear relations and inequalities by plotting points, by finding x - and y intercepts, or by using the slope and any point on the line.	SE 298-299, 300-302, 303-305, 306-308, 334-337, 338-340, 341-344, 345-347, 348		

STANDARD III: Students will develop fluency with the language and operations of algebra to analyze and represent relationships.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Simplify polynomials and the quotient of monomials.				
a.	Simplify and evaluate monomial expressions and formulas.	SE Z3-Z4, 6-11, 46-51, 65, 66, 83, 107-111		
b.	Add and subtract polynomials.	SE 482-483, 484-489, 513, 514		
c.	Multiply monomials by a polynomial.	SE 492-493, 495-496		
d.	Multiply binomials.	SE 494-496, 513, 514		
e.	Simplify the quotient of monomials using positive exponents.	SE 467-473, 475, 512, 514		
Objective 3.2: Solve and interpret linear equations and inequalities in various situations including real-world problems.				
a.	Solve single-variable linear equations and inequalities algebraically and graphically.	SE 77-82, 84-90, 92-98, 100-106, 113, 152, 153, 156, 174-179, 180-185, 187, 188-193, 194-200, 202-207, 217-219, 220, 414-420, 433, 434		
b.	Solve real-world problems involving constant rates of change.	SE 310-311, 315-317, 318-319		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Solve equations for a specified variable.	SE 107-111, 113, 153, 156		
d.	Solve proportions that include algebraic first-degree expressions.	SE 114-120, 121-126, 154, 156		
Objective 3.3: Solve and interpret pairs of linear equations and inequalities.				
a.	Solve systems of two linear equations graphically and algebraically with and without technology.	SE 382, 383-388, 390-396, 397-403, 406-411, 413, 430-432, 434		
b.	Determine the number of possible solutions for a system of two linear equations.	SE 406-411, 413, 432, 434		
c.	Graph a system of linear inequalities and identify the solution.	SE 421-426, 427, 433, 434		
Objective 3.4: Factor polynomials with common monomial factors and factor simple quadratic expressions.				
a.	Find the greatest common monomial factor of a polynomial.	SE 531-537, 557, 575, 578		
b.	Factor trinomials with integer coefficients of the form $x^2 + bx + c$.	SE 540-547, 557, 576, 578		
c.	Factor the difference of two squares and perfect square trinomials.	SE 548-554, 561-564		
Objective 3.5: Solve quadratic equations using factoring or by taking square roots.				
a.	Solve quadratic equations that can be simplified to the form $x^2 = a$ where $a \geq 0$ by taking square roots.	SE 636-641, 661, 665, 666		
b.	Solve quadratic equations using factoring.	SE 630-635, 661, 664, 666		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
c.	Write a quadratic equation when given the solutions.	SE* 590-597, 599-605, 622-627		
STANDARD IV: Students will understand concepts from statistics and apply statistical methods to solve problems.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 4.1: Objective 1: Summarize, display, and analyze data.				
a.	Collect, record, organize, and display a set of data with at least two variables.	SE 678-686, 687-693, 711, 750, 751, 754		
b.	Determine whether the relationship between two variables is approximately linear or non-linear by examination of a scatter plot.	SE 262-269, 270, 279, 283, 284		
c.	Characterize the relationship between two linear related variables as having positive, negative, or approximately zero correlation.	SE 262-269, 283, 284		
Objective 4.2: Estimate, interpret, and use lines fit to data.				
a.	Estimate the equation of a line of best fit to make and test conjectures.	SE 265, 268		
b.	Interpret the slope and y-intercept of a line through data.	SE* 265, 268		
c.	Predict y-values for given x-values when appropriate using a line fitted to bivariate numerical data.	SE 268		